

The Influence of Self Concept and Interpersonal Attraction on Social Media Users in Students of the Faculty of Social and Political Sciences, University of North Sumatra

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ABSTRACT

This study aims to analyze the influence of self-concept and interpersonal attraction on the use of social media by students, both partially and simultaneously. This research refers to Gecas' (2021) self-concept theory which includes personal, social, and academic dimensions, as well as Hendrick & Hendrick's (2020) interpersonal attraction theory which includes similarities, proximity, and physical and non-physical attractions. Using a quantitative approach with a survey method, the research population includes 3,828 active students of the FISIP USU undergraduate program for the 2024/2025 academic year, with a sample of 362 students selected through stratified random sampling techniques. Data was collected through Likert scale questionnaires, unstructured interviews, and documentation. Data analysis was carried out by multiple linear regression after the classical assumption test. The results of the study show that self-concept and interpersonal attraction partially or simultaneously have a positive and significant effect on the use of social media by students.

INTRODUCTION

Social media in Indonesia has transformed mass and interpersonal communication into a more interactive and participatory model. Data from Kominfo (2024) shows that Indonesians spend an average of 3 hours 17 minutes per day on social media, with dominant activities being information search (76.2%), social interaction (65.8%), and content sharing (58.3%). This reflects a paradigm shift from linear to circular communication, where users act not only as recipients but also as content producers (Goerge & Baskar, 2024).

However, the intensity of usage raises complex communication dynamics. The phenomenon of digital escapism and virtual self-presentation encourages impression management, with 82.3% of users actively curating content (APJII, 2024). Social media thus functions as a “front stage” of digital dramaturgy (Qian, 2022), but it also generates psychosocial issues such as social anxiety, FOMO, and scroll fatigue (Li et al., 2022; Meinhardt et al., 2025). Studies reveal declining communication quality: 76.4% of users report reduced face-to-face interaction, 65.8% rely heavily on social validation, and 61.2% struggle with meaningful conversations (Kolhar et al., 2021). This paradox shows that greater digital connectivity often reduces interpersonal depth, making it harder to sustain real-world relationships (Henzel & Håkansson, 2021).

Among students, the problem is more significant since social media penetration reaches 98.3% with the same average duration of 3 hours 17 minutes daily (APJII, 2024). While platforms support learning and socialization, they also create distractions. Apriyanti et al. (2024) found reliance on validation (75.4%), declining face-to-face skills (68.7%), time management difficulties (63.2%), and concentration issues (58.9%) as major concerns. This paradox is also visible among students of FISIP Universitas Sumatera Utara (USU). As future scholars in social and political sciences, they rely on social media for communication and academic purposes, yet face similar challenges as other students. If unmanaged, these issues may affect not only their interpersonal communication quality but also their academic achievement and professional competence. Efforts to understand the phenomenon of social media users in depth among FISIP USU students were carried out through a pre-survey of 30 random active students using the *Uses and Gratification* dimension framework by Whiting & Williams (2013) developed by Owusu-Ansah *et al.* (2021). The following is Table 1.1 of the pre-survey results which show the pattern of social media users among respondents:

Table. 1 Pre-Survey Results of Student Social Media Users

Dimension	Indicators	Statement	%
Information Seeking	Academic information search	I look for entertainment information more often than academic information on social media	82%
	Up-to-date information search	I spend an average of 2.5 hours/day exploring non-academic content	85%

	Search for product/service information	I am more interested in looking for entertainment information than education	78%
	Information sharing	I share entertainment content more often than academic content	76%
<i>Entertainment</i>	Charging at leisure	I'm having trouble controlling the duration of social media users	76%
	Escape from boredom	I often put off academic assignments because I was too engrossed in entertainment content	68%
	Search for entertainment content	I spend more time on entertainment on social media	72%
	Stress relief	I feel like I can't escape the entertainment content on social media	70%
<i>Social Interaction</i>	Relationship maintenance	I communicate more often through social media than face-to-face	88%
	Expansion of social networks	I'm experiencing a decrease in the quality of face-to-face interactions	72%
	Online community participation	I feel anxious if I can't respond to notifications right away	65%
	Social support search	I rely heavily on digital communication	70%
<i>Self-Expression</i>	Sharing personal activities	I pay close attention to the appearance of my social media profiles	78%
	Expression of opinion	I feel anxious about how others rate my posts	70%
	Status updates	I feel the need to get likes and comments for my posts	75%
	Self-image formation	I care a lot about my self-image on social media	72%
<i>Convenience Utility</i>	Information accessibility	I rely on social media to get information quickly	90%
	Ease of use	I feel very dependent on social media platforms	74%
	Communication efficiency	I prefer to communicate through social media	82%
	Practical benefits	I have difficulty doing activities without checking social media	76%

Source: Primary Data Processed (2025)

Table. 2 Presurvey Results *Self-Concept* Student

Dimension	Indicators	Statement	%
Personal Dimension	Awareness of self-identity	I often feel the need to show a different version of myself on social media than in real life	83%
	Self-assessment	I tend to compare self-achievement to standards of perfection on social media	79%
	A description of the desired self-image	I feel the need to maintain a certain image on social media even if it doesn't fit me	76%
Social Dimension	Self-perception in the social environment	I feel my confidence increases when I get a lot of likes and positive comments	85%
	The influence of the environment on self-concept	I often change my behavior based on trends on social media	77%
	Social comparison through social media	I regularly compare my life to my friends' posts on social media	82%
Academic Dimension	Assessment of academic ability	I judge academic achievement based on how well it can be displayed on social media	73%
	Confidence in academic potential	I feel more confident in my academic abilities when I get recognition on social media	78%
	Academic expectations	I set academic targets based on the success standards I see on social media	75%

Source: Primary Data Processed (2025)

Presurvey data reveals worrying findings regarding the **self-concept of FISIP USU students** in the context of social media use. On the **personal dimension**, 83% of respondents admitted presenting different versions of themselves online compared to real life, indicating identity distortion. This is reinforced by 79% of students who compared their achievements with idealized standards on social media, showing an unobjective self-assessment. On the **social dimension**, 85% reported that their confidence was strongly influenced by likes and positive comments, while 82% routinely compared their lives with peers' posts, highlighting intense social comparison with potential negative effects on well-being. On the **academic dimension**, 73–78% associated their academic confidence with recognition on social media, showing that self-concept is partly shaped by digital validation rather than actual performance.

Alongside self-concept, **interpersonal attraction** plays a crucial role in shaping students' digital communication patterns. Defined as a positive drive to establish relationships, it includes physical, social, and emotional aspects (Zhang et al., 2022). In social media contexts, interpersonal attraction motivates

individuals to engage, build, and sustain online relationships (Liu, 2023). Based on **Social Information Processing Theory (Walther; Talalu et al., 2022)**, limited nonverbal cues in digital settings push users to process available social information more actively, where the strength of attraction influences intensity and interaction styles (Williams & Lee, 2022).

Empirical studies show mixed results. Wong & Chapman (2023) found interpersonal attraction predicts frequency of digital interaction, while Wang & Liao (2023) confirmed its positive link to community participation. However, Zhang et al. (2023) emphasized situational and platform factors as mediators. These gaps underscore the importance of examining how interpersonal attraction shapes FISIP USU students' social media use. To address this, a presurvey was conducted with 30 randomly selected students using Hendrick & Hendrick's (2020) dimensional framework to map interpersonal attraction patterns in the academic context. The following Table 1.3 shows the results of the pre-survey condition *Interpersonal attraction* Student Loan Forgiveness:

Table. 3 Results of the Student *Interpersonal Attraction* Presurvey

Dimension	Indicators	Statement	%
Similarity	Commonality of interest	I often interact with users who have similar interests/hobbies on social media	67%
	Background similarities	I tend to connect with users who have the same educational/cultural background	52%
	Commonality of values and beliefs	I'm more comfortable interacting with users who have a similar outlook on life	54%
Proximity	Frequency of interaction	I'm more interested in interacting with users who are actively responding	59%
	Ease of communication	I communicate more often with users who respond quickly to messages	65%
	Social distancing in social media	I interact more intensely with <i>mutual friends</i> on social media	53%
Physical and Non-Physical Attraction	Perception of profile attractiveness	I'm more interested in interacting with users who have interesting profiles	61%
	Quality of self-presentation	I tend to respond to users who have quality content	48%
	First impressions in online interactions	I interact more often with users who make a positive impression when they first interact	56%

Source: Primary Data Processed (February, 2025)

Presurvey data reveals several worrying findings regarding the interpersonal attraction of FISIP USU students in social media use. On the similarity dimension, only 67% of respondents interacted with users who had similar interests, and an even lower 52% built connections with those of similar backgrounds. On the proximity dimension, only 59% showed interest in actively responding to interactions, while interaction intensity with mutual friends was only 53%.

The most concerning results appear in the attractiveness dimension. The quality of self-presentation reached only 48%, first impressions in online interactions scored 56%, and profile attractiveness was at 61%. These findings indicate serious challenges in students' ability to build meaningful connections and present themselves effectively in digital spaces.

This study is grounded in three interrelated theories. Self-Concept Theory (Carl Rogers) explains that self-concept is shaped through experiences and interactions, with social media serving as a critical arena for identity formation. Social Comparison Theory (Festinger) highlights how individuals evaluate themselves through comparisons with others, an increasingly prevalent practice in digital spaces. Interpersonal Attraction Theory (Byrne) provides a framework for understanding attraction through similarity, proximity, and attractiveness – factors that undergo transformation in online contexts. Although prior research has examined social media and self-concept, few have comprehensively analyzed how self-concept influences user patterns in academic settings. For FISIP USU students, who must balance real and digital identities, this is crucial in supporting learning and academic interaction that increasingly relies on digital platforms.

THEORETICAL REVIEW

Uses and Gratification Theory

Uses and Gratification Theory (UGT) is a fundamental theoretical framework in understanding contemporary social media users. According to Şahin, *et al.* (2024), this theory departs from the premise that individuals actively and selectively choose media that can meet their needs and satisfaction, instead of becoming passive users of media content. In the context of social media, UGT explained that users have full autonomy in determining the platform and content they consume based on specific motives and needs. This theoretical framework identifies that social media users are driven by various needs, ranging from information needs, entertainment, social interaction, to self-expression and digital identity formation (Du, *et al.*, 2024).

This theory also emphasizes that the satisfaction obtained from social media users is individual and contextual. The users actively evaluate their experience and adjust the patterns of social media users based on the level of satisfaction they obtain. This evaluation process is dynamic and ongoing, affecting the intensity and patterns of users of social media platforms (Şahin, *et al.*, 2024). UGT in the digital era also considers aspects of interactivity and active participation of users. The ability of users to not only consume but also produce

and share content (*user-generated content*) has become an important dimension in the modern understanding of *uses and gratification* in the context of social media.

Self-Concept

Self-concept is a fundamental factor that influences how individuals represent themselves and interact on social media. Individuals with positive self-concept tend to present themselves more authentically, are active in sharing content, and build meaningful interactions in digital spaces (Du, *et al.*, 2024).

Interpersonal Attraction

Interpersonal attraction plays an important role in determining individual interaction and engagement patterns on social media. This interest can arise from shared interests, values, or views reflected in the user's digital profile and activity (Du, *et al.*, 2024).

METHODOLOGY

This study uses a quantitative approach with a type of causal research that aims to analyze the influence of self-concept and interpersonal attraction on the use of social media by students, both partially and simultaneously. The research method used was a survey with associative research techniques. The research population is all active students of the undergraduate program (S1) FISIP University of North Sumatra for the 2024/2025 academic year as many as 3,828 people. The sample was determined using the Slovin formula with an error rate of 5%, so that 362 respondents were obtained. The sampling technique used is stratified random sampling to ensure the representation of each study program, stambuk, and gender.

The research instrument was in the form of a questionnaire with a 5-point Likert scale, equipped with unstructured interviews to explore supporting data. The measurement scale on the questionnaire follows the interpretation range from Sugiyono (2019) with five categories: very low to very high. The operationalization of variables consists of three main variables, namely self-concept (with personal, social, academic dimensions), interpersonal attraction (similarity, proximity, physical/non-physical attraction), and social media users (information search, entertainment, social interaction, self-expression, and ease of use). The validity of the instrument was tested on 30 students outside the sample with the result that all questionnaire items had a calculation value of $> r_{table}$ (0.361), while the reliability test showed a Cronbach's Alpha value of > 0.7 for all variables, indicating a reliable instrument.

Data collection techniques include primary and secondary data. Primary data was obtained through questionnaires and interviews, while secondary data was obtained from academic documents, official publications, and literature studies. Data collection was carried out directly through the distribution of questionnaires to respondents who had been selected through screening. The questionnaire instrument was developed based on the self-concept theory of Gecas (2021) and interpersonal attraction from Hendrick & Hendrick (2020), which were then adapted to the context of social media user students.

Data analysis was carried out through two stages, namely descriptive and inferential analysis. Descriptive analysis is used to describe respondent characteristics and answer tendencies through frequency distribution and mean values. Inferential analysis was carried out using multiple linear regression after testing classical assumptions including normality tests, linearity tests, and multicollinearity tests. The t-test is used to determine the partial influence of an independent variable on a dependent variable, while the F-test is used to determine the simultaneous influence. The determination coefficient (R^2) is used to measure the contribution of independent variables to dependent variables. All analysis was performed using SPSS 29 for Mac.

RESULTS AND DISCUSSION

The Influence of Self-Concept on Social Media Users

The results of the study show that the *Self-concept* has a significant influence on social media users among students of the Faculty of Social and Political Sciences, University of North Sumatra. Based on the t-test, a t-count value of 4.098 was obtained with a significance value of 0.003 (< 0.05) and a regression coefficient of 0.418. These findings indicate that *Self-concept* contribute positively and significantly to the behavior of social media users in students. The results of this study are in line with a study conducted by Nash (2024) which found that self-concept plays an important role in determining social media user patterns among students, especially in terms of self-presentation and content sharing activities. Similarly, these findings are supported by Awang's research *et al.* (2021) which emphasizes that a positive self-concept encourages social media users to be more constructive and oriented towards academic development.

Self-concept can affect social media users because social media is an arena for individuals to express and assert their identity (Mumbasiroh & Setiawan, 2024). Self-concept serves as a cognitive framework that guides how a person perceives, evaluates, and positions himself or herself in online social interactions (Bartoli *et al.*, 2023). Students with a clear self-concept tend to be more selective in choosing the content they consume and share, and more directed in using social media for purposes that support their self-development (Rafiq & Linden, 2024).

These findings can be explained through Social Identity Theory by Tajfel & Turner (in Hsieh, 2023) which emphasizes that individuals seek to maintain a positive social identity through affiliation with a particular group. In the context of social media, students use digital platforms to affirm their membership in the academic community, strengthen their identity as students of the Faculty of Social and Political Sciences, and build a self-image that is in harmony with their values and aspirations (Iskandar *et al.*, 2025). Goffman's Self-Presentation Theory is also relevant here, where social media becomes the "front stage" for students to present their idealized version of themselves to the audience *Online* them (Amelia, 2024).

Based on statistical descriptive analysis, the indicator "*Other users' responses to my posts shape the way I view myself*" got the lowest mean value (3.18) with the low category. This indicates that students of the Faculty of Social and Political Sciences USU tend to be less affected by external responses in shaping

their self-concept. This phenomenon is interesting because it contradicts the common assumption that young people rely heavily on social validation to form their identity (Mahmud, 2024). The low influence of other users' responses reflects a relatively good level of psychological autonomy and self-concept stability in students (Hendrawan, 2024).

The low influence of external responses to self-concept can be caused by several factors. *First*, as students of social and political science, they may have developed critical thinking towards the dynamics of online social interaction and are better able to separate responses on social media from their true self-worth. *Second*, the awareness of the artificial nature of online interaction makes students more careful in using virtual responses as the basis for self-evaluation. *Third*, the higher education they receive may have strengthened the foundations of their personal identity so that they are not easily shaken by fluctuations in responses on social media (Ulfa *et al.*, 2022).

Confirmation from the results of interviews with several students corroborates this finding. According to the students' admissions, they have the ability to critically filter and evaluate the responses they receive on social media. College students tend to be more concerned with the substance of the interaction than the number of likes or comments they get. Some students even revealed that they prioritize social media users to search for academic information and develop professional networks rather than to gain social validation.

This finding was reinforced by Eri *et al.* (2021) found that students with high digital literacy tended to have better resilience to the influence of social responses on digital platforms. The study showed higher education provides a "cognitive shield" that makes individuals less dependent on external validation in forming self-concepts. Likewise, Khan *et al.* (2021) confirms that students in the field of social sciences tend to have a higher awareness of social constructs in digital media and are therefore more critical in absorbing online feedback.

The findings of this study show that *Self-concept* plays an important role in shaping the behavior of social media users among students. Although the average self-concept score is in the low category (3.29), its influence on social media users remains significant. This indicates that the development of a positive and stable self-concept in students can be an important factor in forming a pattern of social media users that are constructive and oriented towards academic and personal development (Which *et al.*, 2022). In this case, the results of the research are in accordance with the reference theory in this study, namely the theory *Self-concept* developed by Rogers, that *Self-concept* or self-concept develops through experience and interaction with the environment, including digital environments such as social media. In this context, the way individuals perceive and assess themselves affects how they use and interact on social media (Valkenburg *et al.*, 2021).

The Influence of Interpersonal Attraction on Social Media Users

The results of the study show that the *Interpersonal attraction* has a significant influence on social media users among students of the Faculty of Social and Political Sciences, University of North Sumatra. The t-test in Table 4.8

yielded a t-calculated value of 4.465 with a significance value of 0.000 (< 0.05) and a regression coefficient of 0.384. These results indicate that interpersonal attraction makes a positive and significant contribution to the intensity and patterns of social media users in college students. The study's findings are consistent with studies by Zimmerman *et al.* (2024) which found that interpersonal interest is a strong predictor in determining the intensity of social media users and online interaction patterns. Similarly, research by Al Azis & Irwansyah (2021) shows that students with a high level of interpersonal attraction tend to be more active in using social features on digital platforms to build and maintain relationships.

Interpersonal attraction can influence social media users as digital platforms have become the main arena for building and maintaining social relationships (Freeman & Acena, 2021). Interpersonal interests encourage students to seek, build, and maintain social connections through various features provided by social media platforms (Anwar *et al.*, 2023). When students feel interested in interacting with a particular individual or group, they tend to allocate more time and effort in using social media as a means to realize that interest (Tkáčová *et al.*, 2021).

This phenomenon can be explained through *Theory of Electronic Propinquity* by Korzenny who states that communication media can create psychological closeness despite the physical distance between communicators (Petro & Gonzales, 2023). Social media, with its various interactive features, allows college students to feel close to the people they are interested in, encouraging more intensive users (Kumar & Epley, 2021). Moreover *Uses and Gratifications Theory* by Katz is also relevant, where the need to build interpersonal relationships is one of the main motivations in social media users (Bilqis *et al.*, 2024).

Based on statistical descriptive analysis, the indicator "*I feel emotionally close to my online friends despite being physically distanced*" got the lowest mean value (3.16) with the low category. These findings indicate that although college students actively use social media to interact, they tend to distinguish between emotional closeness in the online world and closeness in the real world. This phenomenon is interesting because it shows the critical awareness of students about the limitations of interaction in the digital space in building deep emotional closeness.

The low level of emotional closeness in online interactions can be caused by several factors. *First*, as students of social and political science, they are likely to have a deeper understanding of the complexities of social relationships and realize that true emotional closeness requires elements that are difficult to fully realize in digital interactions. *Second*, they may experience a "digital proximity paradox" in which an increase in the quantity of interactions does not necessarily correlate with an increase in the quality of emotional connections. *Third*, the awareness of the risk of misunderstandings and ineffective communication in the online context makes students more careful in developing emotional closeness (Marinucci *et al.*, 2022).

The results of interviews with students reinforce these findings. Some college students admit that even though they spend a lot of time interacting on social media, they still feel a "wall of barriers" that makes emotional closeness difficult to achieve completely. College students tend to prioritize face-to-face meetings to build and deepen meaningful relationships. They also revealed that social media is more often used to nurture existing relationships than to build new and deep emotional closeness.

Recent research by Yand *et al.* (2021) supports this finding by showing that there is an emotional gap in digital interactions among college students. The study identified the so-called "*Digital emotional gap*" namely a phenomenon in which the intensity of social media users does not correlate positively with the level of emotional closeness felt by users. Similarly, Knaus' (2023) research found that social science students tend to have more realistic expectations about the capacity of digital media in facilitating emotional connections, compared to students from other disciplines.

Overall, the study revealed that *Interpersonal attraction* has a significant influence on social media users among students. Although the average value of interpersonal attraction is in the low category (3.28), its role in shaping the behavior of social media users remains important. These findings suggest that although college students have a critical awareness of the limitations of social media in facilitating emotional closeness, interpersonal interests remain a major driver in the use of digital platforms, especially for the purpose of maintaining social networks and seeking information relevant to their interests. Thus, this finding is in accordance with the reference theory in this study, namely Shen's theory *et al.* (2022) that interest *Interpersonal* affect the intensity of user interaction and engagement on social media.

The Influence of Self-Concept and Interpersonal Attraction on Social Media Users

The results of the above F-test show that the overall regression model is very significant ($F_{(2, 359)} = 157.083, p < 0.001$). This indicates that the combination of predictors (*Self-Concept* and *Interpersonal Attraction*) together has a very significant influence on Social Media Users. In the international context, Johnson & Smith (2024) conducted a longitudinal study that revealed a strong positive correlation ($r=0.72$) between *self-concept* and adaptive social media users among college students. Zhang *et al.* (2024) provides a cross-cultural perspective in understanding interpersonal attraction in the digital space, revealing that cultural factors significantly moderate interpersonal attraction in digital contexts. Anderson & Lee (2023) through a *sequential explanatory mixed-method* design found that social media plays an important role in shaping *self-concept through feedback loop mechanisms*. Wilson & Brown (2023) made an important methodological contribution through the development and validation of a digital *measurement scale of interpersonal attraction*, resulting in a reliable 5-factor instrument for measuring interpersonal attraction in digital contexts. Garcia *et al.* (2023) integrated the two main variables in a hierarchical regression analysis, finding that *self-concept* and *interpersonal attraction* together explain 64% of

variance in social media engagement. This is further strengthened by the results of interviews with several students in corroborating this finding. According to the students' admissions, they have the ability to critically filter and evaluate the responses they receive on social media. College students tend to be more concerned with the substance of the interaction than the number of likes or comments they get. Some students even revealed that they prioritize using social media to seek academic information and develop professional networks rather than to gain social validation. Furthermore, some students also admitted that even though they spent a lot of time interacting on social media, they still felt a "wall of barriers" that made emotional closeness difficult to achieve completely. College students tend to prioritize face-to-face meetings to build and deepen meaningful relationships. They also revealed that social media is more often used to nurture existing relationships than to build new and deep emotional closeness.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion that has been described in the previous chapter, the following conclusions can be drawn: *Self-concept* has a positive and significant influence on social media users in students of the Faculty of Social and Political Sciences, University of North Sumatra. This is evidenced by a t-calculation value of 4.098 with a significance of 0.003 (< 0.05) and a regression coefficient of 0.418. In this case, the results of the research are in accordance with the reference theory in this study, namely the *self-concept* theory developed by Rogers, that *self-concept* or self-concept develops through experience and interaction with the environment, including digital environments such as social media. In this context, the way individuals perceive and assess themselves affects how they use and interact on social media (Valkenburg *et al.*, 2021). *Interpersonal attraction* has a positive and significant influence on social media users in students of the Faculty of Social and Political Sciences, University of North Sumatra. This is evidenced by a t-calculation value of 4.465 with a significance of 0.000 (< 0.05) and a regression coefficient of 0.384. These findings show that interpersonal interest encourages students to be more active in using social media as a means of building and maintaining social relationships.

This finding is in accordance with the reference theory in this study, namely the theory of Shen *et al.* (2022) that *interpersonal interest* affects the intensity of user interaction and engagement on social media. *Self-concept* and *interpersonal attraction* simultaneously have a positive and significant influence on social media users in students of the Faculty of Social and Political Sciences, University of North Sumatra. This is evidenced by an F-count value of 157.083 with a significance of 0.000 (< 0.05). These findings indicate that the two variables together contribute to shaping the patterns of student social media users. Positive self-concept and strong interpersonal interest encourage more directed, constructive, and oriented social media users to self-development and the maintenance of social relationships. The combination of these two factors forms the psychological and social basis that influences how students utilize digital platforms in their academic and social lives.

FURTHER STUDY

Future research on *The Influence of Self-Concept and Interpersonal Attraction on Social Media Users among Students of the Faculty of Social and Political Sciences, University of North Sumatra* should consider expanding the sample to include students from various faculties and universities to enhance generalizability, incorporate longitudinal designs to examine changes over time, and integrate additional variables such as digital literacy, emotional intelligence, and cultural factors. Employing mixed-method approaches combining surveys, in-depth interviews, and social media content analysis could provide a more comprehensive understanding of how self-concept and interpersonal attraction interact within the evolving landscape of social media use among students.

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